

**Texas Education Agency**  
**Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here:  <div style="text-align: right;"> <b>RECEIVED</b>  <b>TEXAS EDUCATION AGENCY</b>  <b>2016 MAR 29 PM 1:33</b>  <b>DOCUMENT CONTROL CENTER</b>  <b>GRANTS ADMINISTRATION</b> </div>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin, TX 78701-1494           </div>	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Royal Independent SD	237905		
Vendor ID #	ESC Region #	DUNS #	
	4	021500103	
Mailing address		City	State      ZIP Code
PO Box 489		Pattison	TX      77466-

**Primary Contact**

First name	M.I.	Last name	Title
Stacy		Ackley	Superintendent of Schools
Telephone #	Email address		FAX #
281-934-6901	sackley@royal-isd.net		281-934-3154

**Secondary Contact**

First name	M.I.	Last name	Title
Susan	D	Cardiff	Federal Programs and Grants
Telephone #	Email address		FAX #
281-934-6905	scardiff@royal-isd.net		281-934-8339

**Part 2: Certification and Incorporation**

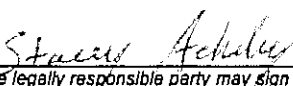
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Stacy		Ackley	Superintendent of Schools
Telephone #	Email address		FAX #
281-934-6901	sackley@royal-isd.net		281-934-3154

Signature (blue ink preferred)

Date signed

  
 Only the legally responsible party may sign this application.

3/28/16

701-16-102-120

**Schedule #1—General Information (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	NA	<input type="checkbox"/>
4	Request for Amendment	N/A	
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 09/01	End date (MM/DD): 08/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID:

Amendment # (for amendments only):

I, as one of the below member entity the information contained in this application is authorized me to file this application, and that local agency's board meeting.

**NA**

authorized officials, certify that to the best of my knowledge, correct and complete, that the entity that I represent has such authorization action is recorded in the minutes of the

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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<b>Schedule #3—Certification of Shared Services</b>					<b>(cont.)</b>
<b>NA</b>					
County-district number or vendor ID:				Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount	
<b>Member Districts</b>					
9.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
10.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
11.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
12.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
13.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
14.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
15.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
16.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
17.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
18.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
19.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
20.	County-District #	Name	Telephone number	Funding amount	
	County-District Name		Email address		
<b>Grand total:</b>					

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**Schedule #4—Request for Amendment**

NA

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

NA

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 237\*905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Royal Independent School District is a rural 4A school district, located in southern Waller County serving the communities of Brookshire, Pattison, Sunnyside and surrounding areas. This area contains a total of 161 square miles.

Currently, the district has 5 campuses which are centrally located between FM 359 /Durkin Rd. and FM 362/Royal Rd. Royal Early Childhood Center (PK-K) serves students in pre-kindergarten (4-yr. olds) and kindergarten. Royal Elementary School houses grades 1-5 and Royal Junior High School consists of grades 6-8 and is located in the newly remodeled building at 2520 Durkin Rd. Royal High School is located at 34499 Royal Road and accommodates students in grades 9-12. New to the District last year is the Royal STEM Academy (grades 3-8). The early college high school is fully operating the beginning of the 2015-2016 school year. We serve a large population of at-risk students. A large percentage of our students are from single parent households and many are latchkey children.

Some of our identified risk factors for our school and local community are:

- ❖ 44% of our graduates go on to college or technical school after high school graduation
- ❖ 45% 3<sup>rd</sup> – 5<sup>th</sup> grade students failed reading STAAR
- ❖ 62% 5<sup>th</sup> grade students failed science STAAR
- ❖ 6% of our elementary students scored advanced on STAAR
- ❖ 4% of our junior high students scored advanced on STAAR
- ❖ 46% of our students met or exceed progress in grades 6-8
- ❖ 12% of our students exceeded progress in grades 3-5
- ❖ 7% of our students exceeded progress in grades 9-12
- ❖ According to a student survey, there was an increase in tobacco and drug use among our 7<sup>th</sup> – 12<sup>th</sup> graders over the past year
- ❖ According to community input via meetings and surveys, there is a need for adult ESL and parenting classes
- ❖ According to an Internal Audit Review by an independent consultant, parental /community involvement in our schools is almost non-existent
- ❖ According to a Survey Monkey on our Facebook page, parents would like to see more parental engagement opportunities
- ❖ 82% of our students are unsupervised for a portion of the summer break
- ❖ We are a Title One district and operate all campuses with a school-wide project.
- ❖ There is very limited participation in organized sports and scouting in the younger ages
- ❖ We are low socio-economic as defined by TEA (overall 80%)
- ❖ We are a rural district that serves three small townships

In order to reduce our student “risk factors”, after disaggregating our STAAR scores and looking at report card grades, we realized the need for intervention in order to help our children reach a higher degree of success. After school tutorials were put in place at both the elementary and middle school campuses where specific weaknesses in learning were addressed. Although some improvement was seen, it is time to advance to something new and exciting in our tutorial program. With funds received through this grant, we will implement more hands on activities and involve more parents and community members in the learning process. Our project will be called “The Learning Connection”. This program will allow us to provide an extended day/year to the students in a safe/drug free environment where their needs can be

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By TEA staff person:

supported and met by caring and dedicated instructors. The first part of every afternoon in our center will be called the "Power Hour" wherein certified teachers will assist with homework and provide focused instruction for students lacking in given areas.

Another risk factor identified was the increase in tobacco and drug use among our teens. "Royal 21<sup>st</sup> Century Learning Connection" will provide more opportunities for student classes and informal discussions surrounding the problems they face today by providing facilitators and resources to address the concerns the students have. We also propose to initiate a D.A.R.E program – which has been requested for a while.

The need for this program is a top priority to implement and enhance emotional and educational programs to allow improved student performance. Without these funds we will not be able to provide additional tutorials, out of school activities or necessary parental engagement activities. Our partner will be The Boys and Girls Club and this will be the central location for activities with the campuses being used as needed. We will focus on academic achievement, school day attendance, positive behavior, grade promotion, graduation rates and family engagement.

Through our ACE program, we propose to create a community learning center that:

- ✓ Provides opportunities for academic enrichment, including after school tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies. We will initiate an "Adult High School" wherein the students and parents can actually receive a high school diploma instead of a GED and allow students to regain lost credit.
- ✓ Offers students a broad array of additional services, programs, and activities, such as youth development activities; drug- and violence-prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, all designed to reinforce and complement the regular academic program of participating students.
- ✓ Offers families of students served by community learning centers opportunities for literacy and related educational development.

It is the intent of our Texas ACE center to target those students and families who are most in need of assistance in meeting state requirements for advancing to the next grade and graduating from high school. The assistance provided will take the form of academic support and enrichment opportunities and/or activities during non-school hours that reinforce and complement the regular academic program.

Our partnership with the Boys and Girls Club shall include:

Academic achievement/Attendance/Grade promotion: Tutorials, GED prep, College Awareness, Graduate for Mas, Project Learn, Academic Clubs

Positive Behavior: Torch Club, Keystone Club, Youth of the Year, Power Hour, Passport to Manhood, Smart Girls, Triple Play (nutrition, health and awareness), Karate, Dance

Family Engagement: College assistance (FAFSA, Scholarships) Adult Literacy, Family Nights (games, homework), family picnics, Adult ESL, photography.

We shall address the critical factors of students and families active participation and engagement in learning; use of assessment data to revise/evaluate student services; and students' and families increased sense of involvement in school.

We serve a vast majority of low SES, ELL students. Our parents and our school population are in need of additional resources to assist and assure they are successful in their educational journey as well as in life's journey.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 237905			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$251,150	00	\$251,150
Schedule #8	Professional and Contracted Services (6200)	6200	2,000	\$25,200	\$27,200
Schedule #9	Supplies and Materials (6300)	6300	\$235,450	00	\$235,450
Schedule #10	Other Operating Costs (6400)	6400	\$14500	00	\$14,500
Schedule #11	Capital Outlay (6600)	6600	\$900	00	\$900
	Consolidate Administrative Funds			<input type="checkbox"/> Yes x No	00
Total direct costs:			\$504,000	00	\$504,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$504,000</b>	<b>\$25,200</b>	<b>\$529,200</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$504000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$25200

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 237905			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	20	0	\$150,000
2	Educational aide	0	00	\$0
3	Tutor	0	0	\$0
<b>Program Management and Administration</b>				
4	Project director (required)	1	0	\$50,000
5	Site coordinator (required)	0	0	0
6	Family engagement specialist (required)	1	0	\$30,000
7	Secretary/administrative assistant	0	0	\$0
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	0	\$0
10	Evaluator/evaluation specialist	0	0	\$0
<b>Auxiliary</b>				
11	Counselor	0	0	\$0
12	Social worker	0	0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$0
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
<b>Other Employee Positions</b>				
19	Title			\$0
20	Title			\$0
21	Title			\$0
22	Subtotal employee costs:			\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$21,150
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$21,150
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$251,150</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 237905		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Outside evaluator – to evaluate program	\$2000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$2,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$25,200</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$27,200</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 237905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$235,450

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Changes on this page have been confirmed with:	On this date:
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<b>Schedule #10—Other Operating Costs (6400).</b>		
County-District Number or Vendor ID: 237905		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$2,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	12,500
<b>Grand total:</b>		<b>14,500</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

#### For TEA Use Only

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 237905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19	Desk and chair for PD	1	\$450	\$450
20	Desk and chair for FES	1	\$450	\$450
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$900</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>2200</b>	
Category	Number	Percentage	Category	Percentage
African American	377	17%	Attendance rate	95%
Hispanic	1556	71%	Annual dropout rate (Gr 9-12)	0%
White	220	10%	Students taking the ACT and/or SAT	51%
Asian	3	.1%	Average SAT score (number value, not a percentage)	1309
Economically disadvantaged	1760	80%	Average ACT score (number value, not a percentage)	19
Limited English proficient (LEP)	440	20%	Students classified as "at risk" per Texas Education Code §29.081(d)	71%
Disciplinary placements	70	3%		

**Comments**

Click and type here to enter response.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	32	22%	No degree	2	1%
Hispanic	45	31%	Bachelor's degree	121	83%
White	66	46%	Master's degree	20	14%
Asian	2	1%	Doctorate	2	1%
1-5 years exp.	56	39%	Avg. salary, 1-5 years exp.	48,945	N/A
6-10 years exp.	27	18%	Avg. salary, 6-10 years exp.	51,289	N/A
11-20 years exp.	27	19%	Avg. salary, 11-20 years exp.	57,267	N/A
Over 20 years exp.	17	12%	Avg. salary, over 20 years exp.	60,233	N/A

**For TEA Use Only**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	40	40	40	40	40	40	40	40	20	20	20	20	400
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
<b>TOTAL:</b>	0	0	40	40	40	40	40	40	40	40	20	20	20	20	400

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Building a program based on needs is the initial step in assuring we have a quality program. As part of our needs assessment we went to FB to garner input from parents and communities. In addition, a written survey was sent to parents, teachers and students for input.

Results from the written survey indicated that only 44% of our parents were satisfied with the overall quality of education in RISD. The need for technology – 72%, bullying is a problem – 50%. Comments included the need for more discipline including on the sports field, provide credit classes, please work on the education part of the school – help them not only with what they will be tested on but what they need for this face paced challenging world – give them a future, biggest problem at the HS – bullying, violence, drugs, sexual harassment, academics before athletics, more after school activities for families as well as students. A need for more field trips and more fine arts was noted. We would like to see more art, dance, book studies and field trips to educational places that our students may never have the chance to experience (such as Edward's Aquifer, Fly Me, Matagorda LCRA, behind the scenes at the zoo, etc.). Getting students involved in activities such as beach and highway cleanups are part of our plans. One parent commented "get students involved with activities dealing with morals, serving the community, teaching them about life and growing up. Sadly, in general, our students are so caught up in our small town they do not realize there is a big world out there. In this community they get caught up in drugs, dropping out, teen pregnancies... we all realize there is little support from home, so we need to give a little more so they can turn out to be a success.". Others said, "show parents how to fill out FAFSA, college applications. Show parents strategies used in classrooms, parents vs kids one day fun, more involvement by parents in some shape or fashion, activities for families". A need for more field trips and more fine arts was noted. Students continually asked for more activities such as dance and art. Looking at the number of our students who are overweight, we feel a nutrition course would benefit parents and children alike. Implementing programs such as cooking, Torch Club (character development), Keystone (leadership development), Project Learn (homework, games, parental involvement), Healthy Habits (healthy living, physical activity, overall well-being) will address the emotional/academic/behavioral component of the grant. Parental involvement activities will include games nights, Family Olympics, College Readiness, ESL, and literacy. All components will address the need for an increased sense of involvement in school, academics, and campus community.

In addition, looking at our benchmark scores, we have a burning need for extensive intervention and tutorials. Students need ways to channel their behavioral issues and learn how to better treat one another. Other data used for our needs assessment was the Texas Academic Report Card, our PEIMS 425 report, State Report Cards, Federal Report Card, and CBA results. Our elementary campus is in "Improvement Required" status and both this campus and the junior high are focus campuses. The junior high just "met standard" by the exact standard number for index two on the report card. They missed index one, so if accountability goes back to using all four indices, we will have an additional campus in "improvement required".

As a result of our needs assessment, our program will assist in decreasing the performance gaps among our student groups as seen on all state and federal documents. We will not prioritize our needs since everything is a priority and we will address each one in our program.

We met with our advisory committee which consisted of campus leaders, teachers, our local Boys and Girls Club representative, local business, and district leaders. Our advisory committee will continue to meet after the NOGA is awarded. Parents and students will be added to the committee.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Family Engagement	Family game nights, family nutrition series culminating in a four course meal (to include etiquette), family Olympics, family movie night at Discovery Park, family movies at center, Latino Family Literacy Program, Literacy at early level – use the program "Talking and Books", evening library, computer labs for FAFSA and other college readiness, labs for research for ways to help students with homework, scrapbooking, Reading Picnic (Partners in Print), Family Team Building, Technology Nights
2.	Tutorials/homework	Provide teachers for struggling students, provide computers and printers for on line sessions and homework. Provide snacks for students. Provide software and programs for tutorials
3.	Character Education/Fine Arts	Provide programs such as Torch Club (character development), Keystone (leadership development), Graduate for Mas (tools and resources while tracking progress toward graduation and life goals), Dance, provide art mediums, provide teachers for art class and character classes. We will purchase "Ready or Not Tot" Baby Simulators.
4.	GED/Credit Recovery	Provide funds for Adult High school, provide computers for students, provide registration fees for student participation, provide for GED teacher
5.	Nutrition and Recreation	Provide recreation such as dance, soccer, baseball, Olympics, Fitness Event, Love Yourself Cooking Night, Come Zumba with Dad and Me, Obstacle Course

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**Schedule #14—Management Plan**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	We only have one center with five feeder schools, we will have a Project Director/Site Coordinator Combination. Qualifications: Bachelor's Degree. Experience: Three years in educational field, financial budgeting experience, competence in program development and evaluation
2.	Site Coordinator(s)	Same person as Project Director
3.	Family Engagement Specialist	Associate's Degree or three years in service to youth program. Experience: two or more years working with at-risk youth, diverse communities, and social services. Must be able to plan and carry out activities with effective accuracy
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Review grant and set up committee	1. Committee set up	02/12/2016	02/12/2016
		2. Committee meetings	02/26/2016	Throughout grant
		3.		
		4.		
2.	Develop activities in grant after needs assessment	1. Family Engagement Activities set up	03/01/2016	03/15/2016
		2. Student Academic Activities set up	03/01/2016	03/15/2016
		3. Nutrition Activities set up	03/01/2016	03/15/2016
		4. RI		
		5.		
3.	Solicit membership	1. Notice sent home with students (home languages)	08/01/2016	08/01/2016
		2. Notice in newspaper (home languages)	08/01/2016	08/01/2016
		3. Registration forms sent out and reviewed	08/03/2016	08/26/2016
		4. Meet with students and families	09/06/2016	09/06/2016
		5.		
4.	Hire staff	1. Notify community of grant and solicit applicants	07/01/2016	07/15/2016
		2. Interview applicants (PD, CES, teachers)	07/19/2016	07/21/2016
		3. Final decision made for staff	07/26/2016	07/26/2016
		4. Send staff to trainings	When offered by TEA	As required or as need arises
		5. Evaluate staff performance	12/16/2016	yearly
5.	Implement grant activities, monitor and evaluate	1. Set up schedule for activities	07/15/2016	07/30/2016
		2. Purchase all material for activities	07/15/2016	08/15/2016
		3. Implement activities	09/01/2016	07/31/2017
		4. Monitor effectiveness of activities	09/01/2016	07/31/2017
		5. Evaluate program	07/15/2017	07/31/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD uses surveys, student academic performances, student attendance rates, student incidences reports, observations, rosters of attendance at parent nights, and Plan4Learning to monitor the attainment of our campus and district goals. Each campus has data days wherein they review and evaluate prior activities (evening activities, student performance, parental involvement, etc.) and make adjustments where the results are not where we wish them to be. Our Plan4Learning on line program has a built in monitoring form that allows us to visually see the progress we have made/need to make on our identified goals. When student performance is not as high as it should be, we work with our interventionist staff to create individual student plans for tutorials and extra assistance where needed. In addition, we use behavior specialists to assist us with the students who may need further aid with behavior issues. Data day teams include administrative staff (campus and central), interventionists, teachers, and aides. Our curriculum director meets regularly with principals and interventionists and reviews the data from CBA's and benchmarks. Graphs, reports, and actual assessments are used to determine weaknesses and strengths of our students.

Notices are sent home to parents/guardians in their home language informing them of their child's progress (or lack thereof) and the need for intervention as well as the activities we offer as assistance to these children. We use our district web page and our Facebook page as avenues to keep parents and our community informed of methods of interventions and acceleration for students.

We know education is a process of continual improvement in that we will never have every student pass the STAAR, but we get excited to see any type of improvement on the part of a child after he/she has had the opportunity for additional assistance.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Probably our most focused efforts toward student achievement and parental involvement use local, State Comp Ed funds and TITLE funds. We use our parental involvement funds on activities such as Math Night, Reach for the STAAR Night, Science Night, and ELL Night. These activities are great, but having additional funds to focus on fine arts, nutrition, exercise/recreation and specific student populations as well as offer activities on Saturday will be a great reward for our community. We use SCE funds for tutorials and summer school. By combining efforts and monies (not supplanting) we can do things bigger and better. With the partnership between the established Boys and Girls Club, the local education agency (RISD), local parent volunteers and the development of partnerships with the West I-10 Chamber, the local Ministerial Alliance, the Brookshire Education Foundation, the Montgomery/Hovas Education Foundation, the Waller County Economic Development Group, school superintendent, school board and local outreach to the community to share the impacts being made and the solicited monetary support of those we are able to continue these efforts for years to come. While we are a district with a high percentage of poverty students we are a district that is rich in value having corporations that are capable of supporting these programs such as Igloo Inc. and Goya Foods. This grant will enable us to further our partnerships with these companies.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student academic improvement – scores, performance, attendance, behavior, self esteem	1.	Higher scores on CBA's, STAAR, TELPAS
		2.	Better attendance
		3.	Improved behavior as seen through PEIMS 425 report
2.	Family engagement increase – through rosters and attendance	1.	More parental involvement from at-risk families
		2.	Parents feeling more like a part of our educational community
		3.	Better understanding of assessments, FAFSA, school procedures
3.	Healthier students and families – through cooking and attending Healthy Food program	1.	Better eating habits – as seen through lunches and snacks
		2.	Less over weight students and families
		3.	
4.	More community involvement through partnerships	1.	Increase of non-parental persons in activities
		2.	Thirty percent of our advisory council will be non-parental persons
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection will be through assessment scores via Eduphoria and state assessments as well as every day grades on daily work. We will track our "regular" students using the ACE worksheets and computer programs. Students who show the need for more intervention will have more individualized tutorials and we will invite parents to come sit in on the sessions so they can help their child and better understand what they are learning. Again, we will track the attendance of our "regular" students with the expected outcome of at least 98% attendance rate for each due to them being excited about coming to the center after school and during breaks. Using rosters, we will track which parents attend regularly and monitor the behavior, academic performance, and attendance of their child/ren. Parents who seem hesitant to attend will be encouraged to join us in activities. It is imperative that we have several Spanish speaking staff in order to communicate with our large population of ELL's.

To address the need and data collection for more exercise and recreation, we will track our regular students' attendance and participation in physical activities we offer both during the school week and on Saturdays. We will poll the non- participants to garner ideas to engage them in what interests them.

All data will be reviewed by the committee and will be used for refinement, improvement, and strengthening of our program. We will look at data monthly at a minimum.

Data findings will be posted on our district web site as well as via the "Royal 21 CLC Learning Connection" newsletter.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities we propose to offer will be supplemental in nature in that we do not offer soccer, dance, nutrition, DARE, family/student activities on our campuses now. We will have a daily rotation schedule for these activities – most will be held at our partner – the Boys and Girls Club. All of our campuses and the BCG are on the same road with only one mile between the furthest two sites. Students will be bussed from the campuses to the BGC for activities.

Specific activities include:

- ~ community movie night
- ~ baseball, soccer, basketball for both boys and girls in grades 1-5
- ~ cooking classes for parents and students
- ~ Math, Science, Technology Night
- ~GED classes (the nearest site at this time is 22 miles away)
- ~ Parent Center – resources for research, FAFSA and other college information, a place for them to assist their child in homework
- ~ Newsletter – student generated and created
- ~Character education
- ~ Leadership education
- ~ Literacy Nights for all levels
- ~ Students of Other Languages Night ( test taking tips, websites, practice games)
- ~ Family game night
- ~ Dance
- ~ STEM activities
- ~ Art classes
- ~Family Olympics

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD will disseminate information about the CLC via our district website as well as our campus sites, it will be posted on campus marquees, it will be in the newspaper, and we will have an informational night for eligible students and their families to attend wherein the program will be explained and all forms will be reviewed. We are a small rural district, so the word will be spread quickly via community members. All correspondence will go home in home languages and will be on blue paper so it will stand out amongst the other papers in the student folder.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Studies show that students in extracurricular activities have higher academic scores. They learn to manage their time, relieve stress and learn to strive for excellence in more than one thing. Students who are involved in team sports learn to work in groups. Their written and oral communication skills improve. These things cross over into 'real life.' The students who participate in extracurricular activities are held to a higher plane. There are no team breaks. The privilege to play on a team must meet specific requirements. In addition, by offering some type of extracurricular activity, such as music, academic clubs, and sports we provide opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 2003). If, indeed, participation in extracurricular activities can lead to success in school, then the availability of these activities to students of all backgrounds becomes an important equity issue.

Family Engagement is a shared responsibility among families, schools, and communities in which schools and community organizations are committed to reaching out to engage families in meaningful ways and families are committed to actively supporting their children's learning and development. We value the influence of family on a child's well-being and are committed to all families being informed and engaged as powerful advocates for their children.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD utilizes TITLE funds (Title IA, Title II, Title III, Focus School), State Comp Ed funds, Rural School Funds, IDEA funds as well as local funds to provide for tutorials at this time. We also use these funds to pay for transportation and material for art and music classes during the regular school day. We want to be able to expand these programs and have a "Fine Arts Night" where students can display their art, show off their musical talents, and express themselves through dance. We already coordinate funds among programs, so adding one more component to the mix will not be a problem. We will be conscientious of "supplement – not supplant".

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities: The focus of every activity in the grant proposal is increased high-quality academic enrichment. Through activities that engage parents, we will see students doing better because of parental support, improved behavior, better self-esteem, better self-control, and improved goal setting and self-expectations.

Evidence-based research - Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. (National Dropout Prevention Center/Network, 2003). Research shows that students whose parents are involved in their education are more likely to:

- Adapt well to school
- Attend school more regularly
- Complete homework more consistently
- Earn higher grades and test scores
- Graduate and go on to college
- Have better social skills
- Show improved behavior
- Have better relationships with their parents
- Have higher self-esteem
- Additionally, linking community activities to the classroom
- Improves school-related behaviors
- Positively impacts academic achievement
- Reduces school suspension rates

Finally, Good nutrition is an important part of leading a healthy lifestyle. Combined with physical activity, your diet can help you to reach and maintain a healthy weight, reduce your risk of chronic diseases (like heart disease and cancer), and promote your overall health. <http://www.fitness.gov/eat-healthy/why-is-it-important/>

Data collection: Data collection will be through assessment scores via Eduphoria and state assessments as well as every day grades on daily work. We will track our "regular" students using the ACE worksheets and computer programs. Students who show the need for more intervention will have more individualized tutorials and we will invite parents to come sit in on the sessions so they can help their child and better understand what they are learning. Again, we will track the attendance of our "regular" students with the expected outcome of at least 98% attendance rate for each due to them being excited about coming to the center after school and during breaks. Using rosters, we will track which parents attend regularly and monitor the behavior, academic performance, and attendance of their child/ren. Parents who seem hesitant to attend will be encouraged to join us in activities. It is imperative that we have several Spanish speaking staff in order to communicate with our large population of ELL's. Evaluation of our program will be based on the data we collect and the analysis of impact – both positive and negative.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Our partner is the Boys and Girls Club. Royal ISD is fortunate to have this group as part of our community. They are housed in one of our unused school buildings and are easy access to our students. BGCA will serve as the center for our program and we will use their facility to house our Program Director/Site Coordinator and Family Engagement Specialist. We have been working with the staff at the BGCA all year so including them in this grant was just a natural step. Being as rural as we are and having no organized sports for our students locally, we will be able to do so with these funds. The BGCA are ready, willing, and excited to partner with us in this endeavor. They believe in every community, boys and girls are left to find their own recreation and companionship in the streets. An increasing number of children are at home with no adult care or supervision. Young people need to know that someone cares about them. BGCA offer that and more. Club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. BGCA are a safe place to learn and grow – all the while having fun. We embrace this philosophy and believe the same thing. Through the funds of this grant, we can expand on their program and offer even more for our "regular" students

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs that were prevalent were parental involvement, literacy, college readiness, and tutorials.

To meet the needs of our parental involvement, we will have activities such as family game night, family reading nights, family reading picnics, family Olympics, and cooking for the family.

The research is clear: children raised in homes that promote family literacy grow up to be better readers and do better in school than children raised in homes where literacy is not promoted.

Literacy can be promoted through having a special place at home for books, storytelling (family history), writing notes, and using the library. In our center, we will provide computers for research and for taking AR tests, kindles or Chrome books for reading, a library, family literacy nights, storytelling, and Book Picnics. We will also offer adult ESL and literacy programs such as Reading Rockets.

Another need that was prevalent was college readiness. For parents and families, our family resource center will be used to help students fill out FAFSA, find colleges and admission criteria, apply for scholarships and provide a safe place to write admission essays along with anything else they might need for college. Readiness will be provided through our Adult High School wherein adults will have the opportunity to regain credits. This is not a GED class – it is for adults. Students will have the opportunity to take GED prep classes with a certified instructor. We will offer tutorials in EOC so students can pass the test and graduate. In addition, we will offer SAT and ACT prep.

Tutorials speak for themselves. We will provide one teacher per grade level. Students will have access to computers and research based programs that will enhance their learning and understanding of key TEKS. They will be able to take practice “STAAR” tests to ready themselves for the test.

Evaluation of activities will be based on increased scores, more parental involvement through observation and rosters, and overall improved student attitude and self-esteem and awareness. We will use surveys to garner evaluation information from parents, students, teachers, and community members.

Resources for completion of our program goals will include financial resources, personnel, donations, and volunteers.

We will use resources from the BGCA, resources from TITLE funds if applicable, and 21 CLC resources.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BGCA offers amazing programs for teen leadership, character building, self-esteem, and physical improvement. Their programs are all research based. RISD will bring tutorials, college readiness, family engagement, nutrition, healthy habits, outdoor activities, games (critical thinking), and more to the table. These programs will all enable our students to better their academic performance and enhance their youth development.

Over the past three decades, changing labor force patterns in the United States have significantly increased the need for child care for school-age children. In 2012, nearly half of school-age children with working mothers spent time in non-parental supervised settings when they were not in school, including before- and afterschool programs, family child care homes, and the homes of relatives. Commonly known as out-of-school time (OST), this period outside of the school day when children are not with their parents has received extensive policy attention, focused on both the risks of negative influences during this time and the potential benefits the time holds for the positive development of school-age children. Although many OST settings are designed primarily to provide a safe place for children to be outside of the traditional school day while parents work, there is now a broader movement toward using OST to bridge the gap between high- and low achieving students and to give students more time to learn if they need it. Academically oriented out-of-school programs and services are promising because students spend twice as much of their waking hours outside of the classroom as in it, and OST periods, especially summer breaks, and are the times when the achievement gap widens. Activities such as character building, structured sports that encourage team building and self-control, and programs that focus on leadership that we will offer will assist students to be better applicants for the workforce and present themselves in a confident manner that will allow them to gain access to good jobs which will in turn assist them in being self-sufficient and in supporting a family.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD has quite a number of retired teachers with whom we plan to partner for our volunteers. In addition, we plan to send out the required ACE volunteer forms to solicit eligible volunteers. We will advertise our need and our program through local churches as well. It is our desire to get as many persons involved in this project as possible in order to form a very strong community program wherein everyone feels they are an integral part. Volunteers will go through a screening process just like the one we use on our campuses to assure student safety. Volunteers will be recognized at the end of the year program for our center. We already have some young ladies from the dance team at PVAMU coming to help in our dance program if we get rewarded. National Honor Society students will be solicited for helping with tutorials or in any other capacity since they are required to have a certain amount of community service hours each year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**x Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

With the partnership between the established Boys and Girls Club, the local education agency (RISD), local parent volunteers and the development of partnerships with the West I-10 Chamber, the local Ministerial Alliance, the Brookshire Education Foundation, the Montgomery/Hovas Education Foundation, the Waller County Economic Development Group, school superintendent, school board and local outreach to the community to share the impacts being made and the solicited monetary support of those we are able to continue these programs for years to come. While we are a district with a high percentage of poverty students we are a district that is rich in value having cooperations that are capable of supporting these programs such as Igloo Inc and Goya foods, as well as many other successful businesses. This will be accomplished through monthly face to face meetings with each organization with updates and benefits of the programs in addition to the monthly meeting of the community based committee meetings.

This grant will allow us to develop and establish quality programs for students and the community alike. When the youth and community programs have been established the community and local businesses will value the programs and that the community will be willing to give personal effort and resources to continue all programs through a sense of pride not yet present in Royal ISD. This is not possible without the 21<sup>st</sup> century grant.

This will be done through monthly individual group meetings, monthly committee advisory council meetings, monthly school board meetings and yearly state of the district address to the community throughout the grant life and continued there after

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By engaging current monthly meetings already established with multiple community, religious and economic development groups. The advisory committee will be made up with elected individuals from each of the currently established community organizations as to promote buy-in from all stakeholders as well as seeking out two parents of participating and qualifying students, and a senior student involved in one or more of the programs.

The organizations that will be involved are:

1. Royal ISD
2. Boys and Girls Club
3. Royal ISD School Board
4. Brookshire Ministerial alliance
5. Waller County Economic Development Committee
6. West I-10 Chamber of Commerce
7. Brookshire Lions Club
8. Brookshire Education Foundation
9. Montgomery/Hovas Education Foundation
10. Community outreach of Brookshire

Rosters of attendance will be kept as well as minutes and agendas from each meeting. This will allow ongoing evaluation and effectiveness of a mission and vision as well as short and long term goals established by the advisory committee. This will allow ongoing evaluation and allow for daily improvement to meet short and long term goals set by the committee.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RISD 21<sup>st</sup> CLC Learning Connection committee will meet once a month to discuss program effectiveness and participation. Findings will be shared with all stakeholders via newsletters, FB pages, and dsitgrict websites.

The Program Director and the grant writer for RISD will be in constant communication to assure all grant components are being addressed. All members of the committee as well as any community member, staff member, or student will have access to the grant. The committee will actually go through the grant page by page to fully realize all the expectations of the program and TEA.

The PD/site coordinator will be responsible for all required reports to the state through TEASE. This includes financial as well as evaluation reports. We will track our "regular" students using the ACE module and will report data findings to the board of trustees as well as post it on our webpage, FB page and have copies available at the center for parent perusal. In addition, progress information will be part of our center newsletter. He/she will also monitor staff effectiveness, student participation and parent participation. Modifications to the program will be made based on data and observations.

All staff will attend the required trainings from TEA and will in turn, share their trainings with other staff members as appropriate. Staff will have the opportunity to attend trainings they feel would make them more effective in the classroom setting or in the area they are providing in our program.

Our Family Engagement Specialist will create a schedule of events monthly so everyone is aware of current opportunities and happenings.

Staff meetings will be held weekly. Site coordinators will participate in grade level meetings at campuses to ensure representation of the ACE students and core-day teachers are supported. Notes will be taken. Parent meetings will be held on an as-need basis to discuss individual student needs. These meetings will be documented on the Meeting Tracking Form.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 237905		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: ROYAL 21 <sup>st</sup> CLC Learning Connection		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	1-12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
Number of Regular Students (attending 45 days or more per year) to be served:			400
Number of Adults (parent/ legal guardians only) to be served:			100
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Royal Elementary	Royal Junior High	Royal High School
9 digit Campus ID #	237905105	237905041	237905002
District Name (if different)			
Distance to Center	.2 miles	.2 miles	.2 miles
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Royal Junior High/STEM		
9 digit campus ID#	237905041	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	6 <sup>th</sup> – 8 <sup>th</sup>		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD has all schoolwide programs. We have a large at-risk percentage. We have a very large ELL population and we have two focus campuses and one campus in "required improvement". We already coordinate our SCE funds with our NCLB funds and local funds to provide the most meaningful programs for teachers and students alike. Our SCE person is also our ESEA person so it makes it easy to coordinate. Frequent budget reports are generated and we keep a close watch on how we are spending funds and where we still need to spend them. In a small district, one person wears many hats, making coordination among staff easy and effective. We will work with campus counselors to determine the students who are most in need of academic assistance through grades and at-risk lists. Counselors will be part of our team in order to have a student expert giving advice on student needs. Frequent grade checks, homeless indicators, at risk indicators will be performed and it will be our priority to keep these students in the program by giving them the attention they need to feel wanted and to realize our program is making a positive impact on their life – morally, socially and educationally.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is the intention of ROYAL ISD to have our center open from 3:30 – 7:00 Monday through Friday during the regular school year. We will be open 7:30 – 4:30 during Spring Break and summer break. This breaks down to 31 weeks during the school year and 8 weeks during the summer. Broken down further into hours, this will give us 17 hours during the school week to service our students and parents. We will have some activities on Saturday from 8:30 – 1:00. Summer hours will be 8:30 – 12:30 Monday – Thursday which calculates to 16 hours per week. We will have some activities in the evening to meet the needs of the working parent.

Our staffing will include the Program Director/Site Manager, Community Engagement Specialist, tutorial teachers, art teacher, music teacher, GED/credit recovery instructor, substitutes, recreation specialists, bus drivers, home living/nutrition teacher. Staff will rotate students among their programs/activities for an hour each day, with extra time being given during the summer.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Safety is a priority for our center. To assure the safety of persons involved, there will be a sign in sheet by grade and in alphabetical order for the students to sign in and out. In addition, we will get pictures of each student to keep on file. Parents will also have a sign in and out sheet. Volunteers will have background checks completed. Staff will also have background checks and be fingerprinted. We will use the RAPTOR system which instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers. We will have working fire extinguishers and smoke alarms which will be inspected periodically. We will be cognizant of cords and other items that may pose a hazard to our participants. We will have several well-stocked first aid kits available. A minimum of 50% of staff will be trained in CPR and basic first aid. A written accident/incident plan will be created, as well as a safety plan. Evacuation plans will be posted. Procedures will be set in place for potentially infectious body fluids. In addition, we will keep our outdoor area free of weeds and trash. Bathrooms will be kept clean and well stocked. Practices such as fire drills, evacuation drills, extreme weather drills, and lock down will be practiced once a month.

When on field trips or away from the center, we will have our students wear name tags and wear the same colored shirts.

Students, parents, community members or staff who are ill will be sent home until they are deemed to be non-infectious.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities will be aligned with the school day curriculum in that our tutorial teachers will be certified teachers from the feeder campuses. Art and music will be based on TEKS for the specific grade level being served. Our program director/site coordinator will attend staff meetings at the campuses to have knowledge of campus activities and curriculum being presented. He/she will assure the center is focusing on the same TEKS as the campuses.

Students will be exposed to meaningful academic content through tutorials, character education lessons, DARE, activities with parents, and recreation. Meaningful academic content will be presented through tutorials and also from non direct activities such as sports and games. We will use the center logic model as our guide to assuring students are receiving the most appropriate and effective lessons and activities we can offer to assist them in being productive academically, physically, and socially.

All activities will be data driven. Data sources will include student performance of daily work as well as assessments. In addition, data from attendance and behavior will be analyzed.

It is our goal and our desire to see our students succeed in all aspects of life and education. We no longer want to be a district that people avoid. We need to make changes and we need funds to help us do so. Students need to master the TEKS in order to be successful by most standards. We will give our students this opportunity by offering engaging and interactive activities in our center.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program will ensure that instruction is adaptable to the academic and developmental need of students, particularly the individual or small group instruction needs of students by providing one-on-one tutoring/assistance with the use of volunteers (senior citizens, National Honor Society, GT students, other volunteers) and/or individual staff tutors. For academic purposes, we propose to have no more than a 15:1 ratio in regular tutorials, with small group and/or individual time built into the daily/weekly schedule.

Our plans include giving attention to the student who is at risk of dropping out of school due to low grades, feelings of failure, pregnancy, and/or lack of interest.

We will realize the developmental needs of our various student groups.

High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of making post-secondary decisions, the challenges of college admissions, scholarship and financial aid application process and entrance into a competitive job market. We will address this and make our instruction adaptable via character education classes, leadership building, job market searches, home living classes, programs with "ready-or-not" dolls and sports that teach sportsmanship and self control.

According to psychologists, as they enter the middle school years, tweens begin to have two new needs. One is a need for increased independence and the other is an increasing need for meaningful interactions with adults who are not their parents. In other words, tweens crave freedom yet also want adult support. Our instruction will be adaptable to this group via the same venues as the ones we use for the high school, but we will use a character education program that addresses their needs.

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Again the same venues will be used, but they will be geared to the needs of this age group.

Educational field trips that are age appropriate will be part of our curriculum. So many of our students never venture past the city limits and we want them to experience the big world around them. Field trips will include lesson plans that address specific TEKS and follow up activities will be required.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the family engagement specialist is to identify families who will benefit from the program (along with campus staff and local law enforcement and local ministries). He/she will build relationships with community members, agencies, and vendors that we can partner with to support our Family Engagement Component. He/she will work with the site coordinator to coordinate the ongoing Family Engagement Component based on the needs of our ACE family members. He/she will plan and deliver the activities. He/she will attend at least one statewide conference to network and improve skills. His/her entire philosophy will be that family engagement is a shared responsibility in which schools and other community organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development. Family engagement is continuous across a child's life and entails enduring commitment.

It will be his/her responsibility to build strong relationships with families, provide information and training for families to help them improve their child's education outcomes, connect families to community resources they will benefit from, and provide educational opportunities to family members to help them advance their own education.

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will meet weekly with the project director/site coordinator to discuss activities he/she has planned and indicate what the goal is for each activity on the appropriate form. Activities should be TEKS based... She/he will be in contact with campus personnel to recruit eligible families for our program. She/he will also visit with district police to identify families who would benefit from the program. The FES will use the guide provided by ACE to realize his/her duties and to plan and carry out meaningful activities for families as well as adults only.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 237905

Amendment # (for amendments only):

**TEA Program Requirement 5c:** Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our family engagement piece is our favorite part of the grant. Most of the activities will be offered at the center, with some being done outdoors. Our family specialist will be well connected to the community in order to assure acceptance and a sense of being welcome at the center.

Activities will include family Olympics, family reading picnics, family movie nights at Discovery Park, literacy nights, game nights, science nights, cooking, family fitness fun nights, Healthy Kids Day, Come Zumba with Me and Dad, Father/Daughter Evening, Mother/Son Evening, Love Yourself Cooking Live, Our Family Scrapbook, Partners in Print Family Literacy, Take Home Math Toolbox Program Family Team Building Night, parent financial planning, parent home-to school sessions. We will offer activities on a Saturday morning in order to include our working families.

Identified needs include understanding your child, building trust and rapport among families, more understanding of the expectations of the school on the part of the parent, better nutrition and overall health, literacy, and feeling wanted and appreciated at the schools. In addition to what the center will provide, we will tap into local resources such as a chef, a nutritionist, speakers on child rearing, other people whom we find would be an asset to our program. All programs will be offered in both languages of our population.

All activities will be a means for parents to become more actively engaged in their child's education and the active and meaningful engagement will build a better home life which will provide a foundation for student success and perhaps better adjusted families.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 237905		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 237905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 237905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 237905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 237905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 237905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 237905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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<b>Schedule #19—Private Nonprofit School Participation</b>		
County-District Number or Vendor ID: 237905		Amendment number (for amendments only):
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <b>statewide</b> teacher training programs or <b>statewide</b> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

**For TEA Use Only**

Changes on this page have been confirmed with:  Via telephone/fax/email (circle as appropriate)	On this date:  By TEA staff person:
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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 237905

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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